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ABSTRACT

This self-study manual provides a means whereby state coordinating boards for community/junior colleges and their staffs can better assess their role in the state's junior college system and identify areas where change or improvement is necessary. Items to be considered in the self-study procedure include: (1) goals, scope, and legal responsibilities; (2) organization and administration; (3) planning, research, and evaluation; (4) finance; (5) external influences and relations both state and national; (6) relations with constituent components within the system such as instructional programs, student services, state rules and regulations, and public services and continuing education; and (7) management information systems. A selected recent bibliography on state governing and coordinating boards for community/junior colleges is presented containing 171 citations to facilitate in-depth reviews of various board operational phases. (TR)

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Self-Study Manual for State Governing and Coordinating Boards for Community/Junior Colleges

Harold James Owen, Jr.

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Edition

December 1977

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National Council of State Directors of Community/Junior Colleges

A Council of AACJC

Self-Study Manual for State Governing and Coordinating Boards for Community/Junior Colleges

Second Edition

Harold James Owen, Jr.

Prepared for the
National Council of State Directors
of Community and Junior Colleges
A Council of the
American Association of Community and
Junior Colleges

December, 1977

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PREFACE TO THE SECOND EDITION

Through this self-study project, the National Council of State Directors has taken a forward step in its desire to provide evaluative techniques and tools for self-evaluation for their members and boards. It has been a delight to be associated with such a group of people and to see their interest and keen insight come to bear on this endeavor with such enthusiasm.

The first edition of this manual was field tested in four states during 1976-77. A great deal was learned about the procedures needed to effect positive results through this process. The lessons thus learned are reflected in this second edition. Wise counsel and suggestions came from many quarters and without such input, this present manual would be far less useful.

During 1977-78, four more states have indicated a desire to participate utilizing this second edition of the manual. They will benefit greatly from the experiences of the first group of four states last year.

My thanks to both the Executive Committee and the Issues, Trends and Projects Committee of the National Council of State Directors of Community and Junior Colleges for the fine support they have given. In addition I would like to thank the Lilly Endowment, Inc. and the Association of Governing Boards of Universities and Colleges, without whose financial support this project would not have been possible.

Harold James Owen, Jr.
Jacksonville, Florida
December, 1977

I. INTRODUCTION

In the past decade there has been a rapid development of state-level agencies to coordinate or govern community and junior colleges. The Wattenbarger and Sakaguchi study found that (as of 1971) 43 states reported having a state agency responsible for coordination, supervision, or control of community colleges. Of these 43, seventeen indicated the existence of a state-level centrally administered community college system.

An additional study by Berdahl in 1975 revealed the dramatic movement toward coordinating and governing boards over the last three decades.

Number of States Classified by Type of Statewide Structure for Coordination in Higher Education 1940-1974

Type of Coordinating Structure	1940	1950	1960	1965	1970	1974
No board	33	28	17	7	2	2
Voluntary association	0	3	6	3	2	1
Advisory coordinating agency	1	1	5	11	13	11
Regulatory coordinating agency	1	2	6	12	14	17
Consolidated governing board	13	14	16	17	19	19
Total	48	48	50	50	50	50

Source: Robert O. Berdahl, "Problems in Evaluating Statewide Boards," in Evaluating Statewide Boards: New Directions for Institutional Research, San Francisco: Jossey-Bass, no. 5, 1975, p. 3.

In 1972, in an effort to solve problems which arose due to the rather rapid growth of state-level agencies for community colleges, Florida State University and the University of Florida established a Center for State and Regional Leadership. The Center was supported by a grant from the Kellogg Foundation. In-service educational opportunities, inter-agency coordination and a provision for evaluation of programs and goals were among the activities designed for state-level offices and staff by the Center. Several notable studies included in the bibliography of this manual have been completed under Center auspices.

Because of this increased emphasis on state-level coordination and governance of community/junior colleges in the last few years, the need arose for the creation of the National Council of State Directors of Community and Junior Colleges. This Council was formally organized in 1966. Since then the Council has become well recognized by professional educators, the American Association of Community and Junior Colleges (AACJC), the United States Office of Education and Congressional leaders, as one of the most effective spokesmen on the American scene for the community/junior college.

II. REASONS BEHIND THE SELF-STUDY MANUAL DEVELOPMENT

The National Council of State Directors of Community and Junior Colleges has recognized the need for a vehicle to enable state boards and their staffs to conduct an assessment or self-study of their activities. This self-study manual contains suggestions which could provide such a vehicle for those boards and their staffs which desire such an assessment.

The overview of assessment procedures to be followed is hopefully self-explanatory. The self-study manual has been developed following an analysis of the literature on state governing and coordinating boards for community/junior colleges. Many suggestions were offered by practitioners in the field. These helped tremendously in improving the final product. (See Appendix A and B). This manual attempts to cover the leading areas of board activity in such a way that, regardless of the type of board operation existing, each board will be able to see value in the generalized functions that are outlined. Each board which thoughtfully completes the self-study manual could better assess its role in its state's community/junior college system. Areas in which the board and its staff desire changes or improvements could be identified for future action. The approach to be followed by each board in completing the manual is an open-ended and flexible one. The bibliography should provide assistance to those boards who, while completing the self-study manual, desire an in-depth review of particular phases of their operations.

A "second round" of the self-study program was established in 1976 to be conducted during the 1977/78 year. Appendix C outlines the plans for the "second round."

The following section gives suggestions to assist state boards and their staffs in the conduct of the self-study, selection of committee members, composition of the committee, committee activities during the visit, and suggestions for post-visit follow-up.

III. CONDUCT OF THE SELF-STUDY, COMMITTEE VISIT AND FOLLOW-UP ACTIVITIES

1. Suggestions to assist the state board and staff in conducting the self-study and preparing for the committee

   A. The individual state director has overall supervision and coordination of the self-study, the visiting committee and the distribution of the visiting committee report as well as comments or reactions made about the report.

   B. The cost of the study will be borne by the individual state board and office involved in the study. However, every attempt will be made to secure outside foundation support for states involved in this project.

   C. The state board and staff in writing the self-study document should not merely explain and describe activities but should identify areas in which recommendations for improvement or change are appropriate. Recommendations on what course of action should be pursued should be included in the self-study document. As many members of the state staff should be involved in the self-study project as is feasible. Recommendations for improvement along with short and long-range plans for implementation, should be developed as an integral part of the self-study.

   D. This self-study process is not to be viewed as an attempt to make all state agencies alike, to meet any preconceived minimum standards or be associated with any outside influences usually associated with accreditation. However, the individual state directors should be sensitive to the possibility, over time, of the development of minimum standards for the operation of state offices. Any minimum standards so developed should be approved on their merits.

   E. The time frame established in the appendix of the self-study manual will be followed by all participating states to the best of their abilities.

   F. The board staff should develop a statistical profile of basic data and information which they feel would be helpful to the visiting committee. This may take the form of reports and research already conducted that would give a good overview of the current status of the state board and staff.

   G. Faculty involvement in some self-studies seems likely, but there seems little interest or evidence of any significant student involvement in those states which have already participated.

   H. Thought and care should be taken by the state board and its staff in:

      (1) Communicating with and involving state board members in the study and committee visit activities

(2) Communicating with members of the visiting team
(3) Communicating with and involving representatives of local institutions
(4) Involving personnel from other state or local agencies

1. The National Council of State Directors of Community and Junior Colleges' Issues, Trends and Projects Committee, along with Dr. H. J. Owen, project director, will endeavor to keep in contact with each of the participant states during the conduct of the study and share the progress and accomplishments among the pilot states.

2. Suggestions to assist the state board and staff in working with the visiting committee:

A. Composition of the committee membership

(1) Committee members should be selected by the state director in coordination with the NCSDCJC Project Director to avoid undue duplication.
(2) The chairman should be an out-of-state committee member.
(3) The committee should be tailored for each state with 6-11 members meeting the needs of most states. The balance should probably favor out-of-state people over in-state to insure objectivity. However, exceptions to this rule may exist.
(4) Among the categories of people to be considered for inclusion on a visiting team would be the following:

a. State directors or officers from outside the state being visited
b. Institutional representatives outside the state being visited
c. Public or business representatives
d. A representative from an institution or the state board from the state being visited
e. University professors of junior/community colleges
f. Representatives of national or regional agencies with an interest in community colleges

(5) Individuals who serve on visiting committees to assess a state's completed self-study will be reimbursed only for the cost of their necessary expenses.

B. Committee activities during the visit

(1) The chairman is in charge of the visiting committee activities.
(2) Care should be taken by the chairman to emphasize that the visit does not involve accreditation and is not an "investigation" or "inspection." The purpose of the visit is not to make all state agencies alike, but to review and assist each state involved in the self-study process to function to the best of their ability within existing laws and rules.

(3) Most committee visits should cover a period of at least 2½ days.
(4) The activities conducted during the visits will vary, but may include:

a. A scheduled meeting of the state board
b. Meetings with state board members and adequate time to interview staff
c. Meetings with local trustees (if applicable) or members of their association
d. Meetings with institutional presidents or members of their association
e. Meetings with other state agencies with supervision over all or part of state community college activities or relations with these community college activities

(5) The chairman should assign parts of the self-study to individual team members for coordination based upon their special training and interests.
(6) Most visiting committee work should be as a committee of the whole after the initial individual research and interviews.
(7) The committee should give an oral report to the state board and staff prior to the end of the visit.
(8) The chairman should have written draft reports in-hand from committee members prior to the end of the visit.
(9) The NCSDCJC Project Director should observe the self-study committee process and be included as an integral part of committee activities.

3. Suggestions for post-visit follow-up of committee reports, recommendations and opportunities for additional states to participate

A. The suggestions and recommendations made by the visiting team have value to the state being evaluated, and they will be handled or implemented at the discretion of the state director.

B. Following a careful review of the suggestions and recommendations contained in the visiting committee report, the state board and staff should attempt to implement as many as are deemed appropriate and financially practicable.

C. When distributed by the state director, the complete self-study or the complete visiting committee report should be distributed as a whole rather than in parts.

D. The committee that is asked to prepare a final report and recommendation on the self-study project will be composed of the state directors from the states involved in the self-study project. This committee is referred to in Task 16 of Appendix D.

E. The committee that is asked to make a final report on the project to the National Council of State Directors of Community and Junior Colleges will be the Issues, Trends and Projects Committee of the NCSDCJC. This committee is referred to in Task 17 of Appendix D. This report will focus on the process and value of the project and ways it may be improved.

F. A third opening date may be established for an additional group of states to begin the self-study program. The third beginning date will likely be during 1979. The results from the first groups of states should be in and available for evaluation prior to the start of the third group.

IV. OVERVIEW OF ASSESSMENT PROCEDURES TO BE FOLLOWED

The six areas outlined in this overview section comprise an overview of the self-study procedure for those states who volunteer to participate in the self-study pilot project. The proposed time schedule is outlined in Appendix D.

1. Placement in Total Framework of the State Post-Secondary Education System:

   Each state governing or coordinating board responsible for junior and community colleges--along with its staff-should carefully chart and outline its location and relationships to the other components of the state's post-secondary educational system. The legal mission of the board within this framework should be described. The differences encountered in operating community/junior colleges under a state board as compared with a university system or state education department should be discussed.

2. Goals, Scope and Legal Responsibilities:

   Each board and its staff should articulate their purposes and objectives. This would include a review of applicable state laws and appropriate rules and regulations which effect the board and its staff. It should also include a review of rules and regulations which they themselves promulgate which involve individual institutions. If a state plan exists it should be related to purposes and objectives identified.

3. Degree to Which Goals and Scope of Responsibilities Are Being Met:

   After stating the purposes and objectives of the coordinating or governing board, the board and staff should determine whether the human, organizational, space and financial resources are presently adequate to accomplish the objectives and goals identified. One way to assist in accomplishing this would be for the board and its staff to complete this self-study manual which begins with scope and goals.

4. Relations with Other Agencies:

   Each state board or system responsible for community/junior colleges should review its relations with other agencies with which it interacts - both public and private.

5. Board-Institutional Relations:

   Following completion of the self-assessment, an evaluation of avenues that currently exist for communication and appropriate participation by institutional representatives should be undertaken. This would insure that institutional concerns and goals are adequately reflected in state policies. This section is suggested as a response to several concerns in this area which have been found in the literature and encountered through personal experience.

6. **Evaluation and Assessment:**

Throughout the study, emphasis should be given to the identification of strengths and weaknesses as well as projects presently underway or future projects or studies that are needed as a result of areas given careful attention by the study. These concerns should be integrated throughout each major section treated in the self-study.

V. SELF-STUDY

There are varied organizational patterns by which the community/junior colleges of America are governed. It is not the purpose of this self-study manual to establish the "proper" pattern or approach for such an organization. If a state governing or coordinating agency does effectively and efficiently what it is expected to do according to statutes, regulations, and the expectations of its constituency, then it is operating well. This section is a suggested guide to be followed and may be added to when needed or subtracted from when not applicable.

A. Goals, Scope and Legal Responsibilities:

1. State the overall role of the governing or coordinating board for junior/community colleges in the post-secondary education plan of the state.

2. Briefly describe in a few paragraphs the major purposes and objectives that the board and its staff have been established to accomplish? Cite the authority for these.

3. Explain briefly the historical development of the board and its staff.

4. Are the purposes and objectives stated and approved by the board in a master plan or role and scope statement? If so, provide the most recent statement.

5. Does the state plan for community/junior colleges--if one exists--provide for the establishment of institutional as well as system-wide purposes and objectives? Does the state board provide leadership in this regard? How?

6. Is there an orderly plan in operation which would bring community college services within the economic and geographic reach of virtually all residents within the state? At what point in its development is the state now located in its efforts to reach this goal if it is one of their objectives? What barriers have been uncovered that prevent the state from reaching its goal in this area?

7. Have upper level baccalaureate degree granting institutions been established in the state where needed, or have community/junior colleges been permitted by the state board action or inaction to become senior institutions thus changing their purposes and objectives of service? What effect has this had upon the other community colleges in the state and the communities they serve?

8. To what extent is the state board or its staff equipped to promote, expedite and support the purposes and objectives of the institutions within the system?

9. Aside from statutes or policies contained in a state plan, what expectations do the legislature, other public agencies and member institutions have for the state board and staff?

10. Describe any additional substantive questions or issues regarding Goals, Scope and Legal Responsibilities.

B. Organization and Administration:

1. Does the board have responsibility for coordinating or governing community colleges only, or does it have responsibilities for other types of institutions? If the latter, how well is it organized to meet the specific needs of community/junior colleges?

2. Outline and describe the size, method of selection, term of office, committee structure, and overall functions assigned to the governing or coordinating board. Are there statutes or by-laws by which the board operates? If so, provide a copy.

3. Describe and chart the present overall administrative structure--both by function and position--of the staff of the board.

4. Is it normal practice for each professional member of the board staff to have a job description which outlines the duties and responsibilities of his office? Are there provisions for these documents to be revised on a regular basis?

5. Identify the major actions taken by the board in the past year. Provide the minutes of the board for the past several years for the use of the visiting committee.

6. What procedures do the state board set for evaluation of its staff? Are the salary and benefits for staff members commensurate with the level of duty and performance expected? How do they relate to the salaries in similar functional areas at the institutions served by the board?

7. Develop an additional set of charts which indicates future or projected organizational patterns of utilization of the staff of the governing or coordinating board.

8. Is there any agency which has the authority to reverse, review or alter actions of the governing board? If so, explain.

9. Does the board or its staff utilize any regularly constituted advisory boards to assist in any of its areas of operation over which it exercises supervision?

10. To what extent are professional development opportunities available for state board staff on a planned and organized basis? How many staff members have taken advantage of the opportunities afforded by the Florida State University-University of Florida Center for State and Regional Leadership?

11. How well is the state board and its staff organized and equipped to administer state policies and regulations? What happens or would happen if a state board would have to say "no" to an individual institution in an area of substantive concern?

12. What role does the governing/coordinating board and its staff have with regard to the "1202 post-secondary education commission" in the state? Are they one and the same or must they work under the umbrella of the "1202 commission?"

13. Describe any additional substantive questions or issues regarding Organization and Administration.

C. Planning, Research and Evaluation

1. Is there a State Board of Education, Board of Regents or Council of Higher Education in the state whose duty it is to plan and develop a comprehensive state post-secondary education system? If so, how does the board governing or coordinating community colleges relate?

2. Does state planning exist which includes both public and private institutions, or are only public institutions coordinated at the state level?

3. Does the state board and staff periodically complete an overall state master plan? Does the present master plan provide the framework and meet the needs of the state board as well as the local institutions?

4. Has the state governing or coordinating board taken any steps to involve proprietary schools in the planning or administration of the state system of post-secondary education?

5. What role does the state governing or coordinating board take in the development of criteria for the planning, establishment and location of new community colleges within the state?

6. In what ways does the state board promote and assist individual institutions in their desire to conduct institutional research?

7. What procedures do the board or its staff follow in requesting institutions to appraise and evaluate the programs and services involved in their total operation? What does the board do with the report of any results so obtained?

8. What overall evaluation approaches and techniques do the state board employ in dealing with the state legislature or state agencies?

9. In what way does the state board utilize the recommendations growing out of evaluations conducted by regional or programatic accreditation bodies at local institutions? What relations does the state board currently have with the various accrediting bodies?

10. How does the state board insure that appropriate long range planning occurs for programs, facilities and funds?

11. Have revised approaches to enrollment projection procedures been necessary for planning as well as for actual implementation of funding due to changing enrollments?

12. Describe any additional substantive questions or issues regarding Planning, Research and Evaluation.

D. Finance:

1. Does a state-level "program fund," "minimum foundation program" or "formula funding support program" exist for community/junior colleges in the state? To what extent is the formula being followed in these years of "tight budgets?" To what extent are operating funds for institutions provided by state, local or student sources?

2. Has the state governing or coordinating board developed and promulgated a plan or a manual outlining accounting and reporting formats and schedules for community/junior colleges?

3. How are the state board and local institutions audited by the state? Does a state auditor periodically conduct a performance audit or is each institution expected to contract for its own audit? What actions are taken by the state board in regard to a local institution when a poor audit report is received?

4. How have recent state budget controls, appropriations bill proviso language or revised allocation procedures effected state board and individual institutions?

5. Does a plan exist for projecting future capital outlay needs in relation to enrollment and program needs? Is there a constitutional or legislative mechanism to permit full or partial funding of those capital outlay needs?

6. What role does the governing or coordinating board or its staff play in the approval of individual institutional budgets? Are sufficient criteria established in order for the budget allocation and review process to proceed in a smooth and business-like manner?

7. To what extent does the state board or its staff prepare, present and defend a consolidated community/junior college budget before the state legislature or executive budget board?

8. In what way does the state board relate to constituent institutions and their type, level and accountability of auxillary services? Does state law or regulation permit contracting of these services?

9. Describe any additional substantive questions or issues regarding Finance.

E. External Influences and Relations - State and National:

1. What other state agencies in the areas of personnel, finance, purchasing and facilities, for example, must the governing or coordinating board and its staff deal with on a regular basis? What effects do these other agencies have on the overall services that can be provided to institutions?

2. Describe the present relations between the governing or coordinating board for community colleges and the board or authority within the state responsible for both vocational-technical and adult-continuing education. What steps have been taken to bring closer coordination and cooperation in these areas?

3. To what extent does the governing or coordinating board and its staff serve as an advocate or spokesman for the individual community college's goals and purposes before the state legislature and executive branch budget authorities? How is the overall legislative program for community colleges developed? Has it been successful?

In what ways and to what groups does the state governing or coordinating board and its staff clarify the established functions and roles for community/junior colleges which do exist or will exist in the state?

5. What role is currently being undertaken by the state governing or coordinating board in working with the various chartering, certifying and licensing agencies, in order to articulate better with various community college program outputs?

6. In what way does the state board monitor and handle relations with federal programs and other areas of outside resource development?

7. What use is made and what influences emanate from such groups as associations of trustees, presidents, business officers, school board members, university regents or academic officers ? In what ways have these groups been successful in making presentations before other state agencies such as the state legislature?

8. To what extent has the governing or coordinating board made use of materials developed or available from ECS (Education Commission of the States), SREB (Southern Regional Education Board), COPA (Council on Post-Secondary Accreditation), WICHE (Western Interstate Compact for Higher Education),

ERIC (Educational Resources Information Center), NACUBO (National Association of College and University Business Officers) or the appropriate commission within its regional accreditation association dealing with community colleges?

9. What relations and influences impinge on the governing or coordinating board from such sources as the federal government agencies, AACJC and ACCT? What role has the state board played in relations with the Veterans Administration?

10. How does the state board or its staff develop understanding, appreciation, and cooperation with both the elementary and secondary areas as well as the university contingent within the state?

11. In what manner have state attorney general's opinions impinged on activities of the state board?

12. To what extent does the state board or its staff interpret and serve as the spokesman for the community college movement in the state?

13. Have executive orders issued by the governor caused any problems in the operation of the state's community colleges?

14. In what ways have requirements or requests in the name of more accountability from external agencies to the state board recently been handled and implemented?

F. Relations with Constituent Institutions within the System:

1. Instructional Programs

a. What role does the state governing or coordinating board for community colleges play in program approval, program continuance or program removal within the state's community colleges? Is there an up-to-date inventory of all programs offered at each institution?

b. Is there any plan at the state level to develop some comparable system of course numbering and course descriptions for both credit and non-credit courses in the state's community colleges? If one exists what is the purpose of the plan and what criteria are used to evaluate and make decisions on courses?

c. What role does the state governing or coordinating board play in developing ways to assess the manpower needs of the state in order to plan the present and future curriculum needs for the state's community/junior colleges?

d. In what ways do the state governing or coordinating board insure that there will be no unnecessary duplication but rather adequate placement and implementation of vocational-technical programs within community colleges, area vocational-technical schools, and technical institutes?

e. What role does the state board play in developing, monitoring or supporting the overall instructional programs in the state's community colleges or technical institutes? What staff is available for this purpose?

f. To what extent are political influences on curriculum and instruction issues felt by the state board or state staff?

g. What role does the state board play in the overall evaluation of instructional programs?

h. Describe accomplishments as well as items needing improvement in relations between the state board and constituent institutions in the area of instructional programs.

i. Describe any additional substantive questions or issues regarding Instructional Programs.

2. Student Services

a. Have accurate procedures been implemented and followed whereby the state governing or coordinating board receives continually updated reports on student enrollment data including enrollment projections?

b. Do state rules or regulations establish policies that govern admission to the community/junior colleges of the state, or is each institution able to establish its own criteria?

c. Is there a well thought out and documented plan that exists which assists community college graduates to transfer to senior colleges and universities within the state?

d. Explain the status of articulation procedures in existence between community colleges and secondary schools and post-secondary vocational-technical institutes.

e. Has the state governing or coordinating board developed a plan which provides for equal access and equal opportunity for all citizens of the state regardless of race, color or national origin to take advantage of the programs which the state community/junior colleges offer?

f. What role does the governing/coordinating board and its staff have in establishing and monitoring a system of scholarships, student financial aid, loans and work-study programs in the state's community colleges?

g. Has the state board or its staff developed state procedures to handle the implementation of student privacy procedures under applicable federal or state laws?

h. Does a job placement and student follow-up mechanism exist within the community/junior colleges of the state in order to show accountability to the state for job-related career and occupational program graduates? Explain.

i. Describe accomplishments as well as items needing improvement in relations between the state board and institutions in the area of student services.

j. Describe any additional substantive questions or issues regarding Student Services.

3. State Rules and Regulations

a. What role does the state board or other agency of state government play in requiring that review, publication or public hearings be held by an institution prior to its making any changes in its administrative rules or procedures?

b. Does an organized system of community/junior colleges exist in the state or is there simply a group of vocational-technical institutes and community colleges within the state called community/junior colleges or technical institutes? Do adequate state regulations exist for the entire system?

c. What mechanisms or procedures exist to balance state coordination and local autonomy? What levels of input from the faculty, staff and citizen groups exist to insure that the community college will be sufficiently grounded in its community? How well is this done in the areas of developing rules and regulations, budgets, legislation and finance matters for individual institutions?

d. What provision is made by state rules or regulations for institutional personnel policies to include tenure, rank, selection, evaluation and retention procedures?

e. What regulations exist to govern collective bargaining relations within institutions? Are these regulations well understood?

f. Describe accomplishments as well as items needing improvement in relations between the state board and institutions in the area of state rules and regulations.

g. Describe any additional substantive questions or issues regarding state Rules and Regulations.

4. Public Services and Continuing Education

   a. Are public services and continuing education part of the mission and function of some or all constituent institutions? Explain the present status.

   b. Are these programs funded by the state in any way or are they self-supporting?

   c. Describe accomplishments as well as items needing improvement in relations between the state board and constituent institutions in the area of public services and continuing education.

   d. Describe any additional substantive questions or issues regarding public services and continuing education.

G. Management Information Systems:

1. Does the state governing or coordinating board utilize any financial, facilities, student or program planning techniques such as a program budgeting system or a management information system? If not, what is the nature of the data gathering function? What uses are made of the information so derived?

2. Is the state governing or coordinating board staff the single state agency for the collection and analysis of data relating to community/junior colleges? If not, what role does the agency play in the coordination of data collected from and about community colleges? What role should it play?

3. To what extent do individual institutions have input into the state-wide data gathering system? To what extent is state-wide data compatible with data needed for decision-making at the institutional level?

4. Has the state board taken steps to systematize data collection? Explain.

5. What provisions are made for the overall evaluation of information and data-gathering systems which are utilized?

6. What problems have occurred due to increased reporting requirements to outside state or federal agencies? In what ways and with what consequences is this problem being dealt with?

7. Describe any additional substantive questions or issues regarding Management Information Systems.

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National Council of State Directors of Community/Junior Colleges

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Dean Lillie, Director
mmunity Colleges
Bd. for Comm. Coll
Occupational Educ.
State Services Bldg.
5 Sherman Street
ver, CO 80203
03-892-3151

irman-Elect
d L. Wellman
cutive Secretary
Community Coll. Bd.
lles Park Place
ngfield, IL 62706
17-782-2495

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rles Donnelly, Pres.
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v. of Nevada System
Marsh Avenue
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02-784-4021

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v. of Kentucky
Breckinridge Hall
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06-258-8607

t Chairman
lip C. Helland, Chan.
n. St. Comm. Coll.
Capitol Square Bldg.
Paul, MN 55101
12-296-3356

MEMORANDUM

TO: Members, National Council of State Directors of Community/Junior Colleges

FROM: F. Dean Lillie, Chairman

SUBJECT: Pilot Project on the Assessment of the State Board and Staff Responsible for Community/Junior Colleges

DATE: July 23, 1975

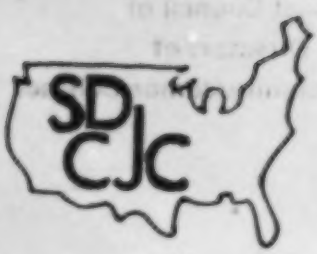
The National Council at its Summer Workshop in Estes Park, Colorado, voted to enter into a two-year pilot project on the assessment of the state board and staff responsible for community/junior colleges in each state. The project is designed to be a voluntary one on the part of each state. You will be invited to express your interest in participating as a pilot state later on this summer in separate correspondence. Attached for your consideration is the proposed timetable for the pilot project.

The purpose of this memorandum is to invite you to make suggestions to improve the proposed self-study project. If you were at the workshop, copies were distributed to you there. Those of you who did not attend will find the proposal attached. Please communicate your suggestions directly to the project director, Dr. H. J. Owen, whose name and address appear on the front cover of the proposal. The deadline for input is September 1, 1975. Following this date, a revised self-study proposal will be prepared by Dr. Owen for consideration by the Council at the November, 1975 meeting in Charleston, South Carolina.

Thank you for your continued consideration of this project. We will contact you further in several weeks for an expression of interest on your behalf in being a pilot state for this study.

sp

cc: Dr. H. J. Owen



National Council of State Directors of Community/Junior Colleges

Chairman
F. Dean Lillie, Director
Community Colleges
St. Bd. for Voc. Tech. and Occupational Educ.
215 State Services Bldg.
1525 Sherman Street
Denver, CO 80203
303-892-3151

Chairman-Elect
Fred L. Wellman
Executive Secretary
Ill. Community Coll. Bd.
544 Iles Park Place
Springfield, IL 62706
217-782-2495

Secretary
Charles Donnelly, Pres.
Comm. Coll. Division
Univ. of Nevada System
405 Marsh Avenue
Reno, NV 89502
702-784-4321

Treasurer
Stanley Wall, V. Pres.
for Comm. Colleges
Univ. of Kentucky
132 Breckinridge Hall
Lexington, KY 40506
606-256-9637

Past Chairman
Philip C. Hollens, Chan.
Minn. St. Comm. Coll.
301 Capitol Square Plaza
St Paul, MN 55101
612-296-3356

MEMORANDUM

TO: Members, National Council of State Directors of Community/Junior Colleges

FROM: F. Dean Lillie, Chairman

SUBJECT: Pilot Project on the Assessment of the State Board and Staff Responsible for Community/Junior Colleges

DATE: August 15, 1975

The purpose of this memorandum is to invite you and your state board and staff to participate as a pilot state in the self-study project which was endorsed by the National Council last month at the summer workshop. You will remember that by letter of July 23, 1975, you were invited to give additional input to the proposal with a deadline date for input of September 1, 1975.

In order to give adequate time for states to consider this request for participation, a deadline for response has been set for October 15, 1975. This should give adequate time to assess the feeling and desires of each individual state.

If you have any questions concerning this project, please feel free to contact me. We look forward to announcing the names of the states who will participate at the November, 1975 meeting in Charleston, South Carolina. We hope your state will be included.

Thank you for your consideration of this invitation. We look forward to your reply.

sp

cc: Dr. H. J. Owen

National Council of State Directors of Community/Junior Colleges

November 30, 1976

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MEMORANDUM

TO: MEMBERS, National Council of State Directors of Community/Junior Colleges

FROM: Searle F. Charles, Chairman

SUBJECT: SECOND ROUND OF THE ASSESSMENT OF STATE BOARDS AND STAFF RESPONSIBLE FOR COMMUNITY/JUNIOR COLLEGES

The purpose of this memo is to invite you and your state board and staff to participate in the NCSDCJC self-study project. The project was first endorsed by the National Council at the 1975 summer workshop in Estes Park, Colorado and later reaffirmed at this month's fall workshop in Jackson, Mississippi. Several states indicated by a show of hands at the 1976 summer workshop in Willow Grove, Pennsylvania, that they would like to participate in the second round.

The Self-Study Manual for State Governing and Coordinating Boards of Community/Junior Colleges was mailed to each of you on November 10, 1975 by Chairman Fred Wellman. If you did not receive a manual, Dr. H. J. Owen would be happy to mail one to you on request to the address below. At the November, 1975 workshop at Charleston, South Carolina, four states--Maryland, Minnesota, Nevada and South Carolina--were accepted in the first round and all are well on their way to completing successful pilot self-study projects. The Issues, Trends and Projects Committee, chaired by Joe Bruno from Pennsylvania, will serve as the NCSDCJC group responsible for the supervision of the self-study project. Dr. Owen will continue to assist the committee and serve as project director.

In order to give adequate time for each of you to consider this request for participation, a deadline for response has been set for February 1, 1977. This should give you time to assess the feelings and desires within your state. If you have any questions concerning this project, please feel free to contact me. It is anticipated that the second round of the self-study project will begin in August, 1977 and the total time required for the self-study itself along with the team visit, time for team reports, a post-visit analysis conducted by the states involved and a final report to the National Council would be approximately

sixteen months. The approximate date for a final report on the second round from all participants would be the fall workshop in November, 1978.

We look forward to reviewing the names of the states who volunteer to participate in the project at the AACJC annual meeting in Denver, April 17-20, 1977. We hope your state will be included!

Thank you for your consideration of this invitation. I look forward to your reply indicating whether or not you are able to participate.

SFC/lsg

cc: Dr. H. J. Owen
Florida Junior College at Jacksonville
21 West Church Street
Jacksonville, Florida 32202

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 31 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Appendix D

Time Table for the Second Round of the NCSDCJC Self-Study Project

TASK	DATES TO BE ACCOMPLISHED
1. Endorsement of Self-Study Project by National Council of State Directors	July 7, 1975
2. Request for input from State Directors mailed out by Chairman, NCSDCJC	July 23, 1975
3. Invitation mailed to State Directors to participate in the Second Round of the Self-Study	November 30, 1976
4. Establishment of areas of responsibility of both the National Council and the State Boards which decide to enter the second round	June, 1977
5. Deadline for input from State Directors on the 2nd Edition of the self-study manual	June, 1977
6. Deadline for response from State Directors on the invitation to participate in the second round of the self-study	June, 1977
7. Approval of the concepts to be embodied in the 2nd edition of the self-study manual	July, 1977
8. Announcement of the five participant states in the second round of the self-study project	July, 1977
9. States participating in the second round of the self-study project begin their work	December, 1977
10. Formal study and completion of the self-study report by the state staff and board according to the outline of the self-study manual	July - August, 1978
11. Selection of visiting team members	May - June, 1978
12. Completed Self-Study Document and related materials distributed to the visiting team members	August - September, 1978
13. Team visits to states included in second round	October - November, 1978
14. Reports of the visiting team mailed to the state staff and state board	December - July, 1978
15. Post-analysis visit and review of recommendations conducted by each participating state	January - February, 1979
16. Issues, Trends and Projects Committee of the NCSDCJC prepares a final report and recommendations on the self-study project second round	March, 1979
17. Issues, Trends and Projects Committee makes a final report to the NCSDCJC workshop on the second round of the self-study project	July, 1979